

CHAPTER 2

SELECTION PROCESS

CADET, CALIFORNIA HIGHWAY PATROL

Cadet, California Highway Patrol (CHP), is the entry level training classification for qualified persons to learn the duties of a CHP Officer. **All** CHP Officers begin their careers at this classification. Applications for Cadet, CHP, are accepted on a continuous basis. Examinations are conducted statewide, four times a year in each field Division.

There are seven separate test phases in the cadet selection process. With the exception of the Qualifications Appraisal Panel (QAP) Interview, all tests are scored on a pass/fail basis. Typically, the testing process requires an average of nine months to one year to complete. The sequence is listed below:

- Application
- Written Examination
- Physical Ability Test (PAT)
- Qualifications Appraisal Panel (QAP) Interview
- Psychological Evaluation
- Background Investigation
- Medical Evaluation

1. MINIMUM REQUIREMENTS FOR ELIGIBILITY FOR THE EXAMINATION.

- a. Age. 20 to 35 years of age. By State law, the maximum age for examination is 35 years. Successful applicants must be at least 21 years of age at the time of Academy graduation.
- b. Education. High school diploma from a United States (U. S.) institution or a general equivalency diploma (GED).

c. Citizenship. An application for U. S. citizenship must already be in process before you can begin the testing process. You must be a U. S. citizen at time of appointment to the CHP Academy.

d. Character. No felony convictions.

2. PHYSICAL CONDITION.

a. Good health, sound physical condition.

b. Normal hearing.

c. Freedom from any physical or mental condition that would interfere with the full performance of the essential duties of an Officer, CHP.

d. Vision. The applicant must read from a standard Eye Test chart. If eyeglasses or hard contact lenses are worn, uncorrected vision must be no less than 20/40 in each eye and corrected to 20/20 in each eye. Applicants who have successfully worn soft contact lenses for the past 12 months are not required to meet an uncorrected standard as long as their corrected vision is 20/20 in each eye. At least four quarterly checks for vision stabilization are required for applicants who have had any eye surgery. Normal color vision is required as assessed by the Farnsworth-D-15 test. An X-Chrom Lens is prohibited.

3. APPLICATION. Each applicant must submit a State of California, California Highway Patrol Cadet Application, CHP 678 (Annex 2-A) designed to process electronically, and the State of California Examination and/or Employment Application (STD 678) (ANNEX 2-B), which will be accepted for this examination prior to the QAP interview. Applications can be obtained from any CHP office, by calling a CHP recruiter at 1-888-4 A CHP JOB (888-422-4756), or by submitting your name and mailing address via e-mail at recruiting@chp.ca.gov.

4. WRITTEN EXAMINATION. NOTE: **An applicant must pass BOTH portions of the written examination.** The written examination was developed by the CHP and the Commission on Peace Officer Standards and Training (POST) to determine if the applicant possesses the **minimum** reading and writing proficiency needed to successfully perform the duties of a CHP officer. **This is not a test of law enforcement or knowledge of the CHP.**

- a. The written examination has two components:
- (1) A Written Essay. The topic will be general (e.g., “describe a time you taught someone a skill and what you learned from that experience”). Your writing skills are judged on format, content, grammar, spelling, and punctuation. Forty minutes is allowed to complete this portion of the examination. See Annex 2-C for samples of scored essays.
 - (2) Multiple Choice And Fill-In-The-Blank. There are approximately 125 questions covering spelling, vocabulary, grammar, and reading comprehension. Two hours and 30 minutes is allowed to complete this portion of the test. See Annex 2-D for a sample written test.
- b. Written Examination Preparation. Applicants often ask how they can prepare for the written examination phases of the cadet testing process. There are several options to consider:
- (1) Study books that review reading comprehension skills, and English composition, including grammar and spelling.
 - (2) Study books that pertain to taking law enforcement examinations.
 - (3) Enroll in college or an adult school course that emphasizes English, reading comprehension, and writing skills.
 - (4) Develop a self-improvement writing program.
- c. Reading and Writing Self-Improvement Books. Whereas we may suggest books and guides, we do not require the purchase of, nor endorse, any publication to applicants. Since skills vary from applicant to applicant, it would be inappropriate to arbitrarily select books for an individual. If an applicant’s skills/abilities are significantly below the 12th grade level, it is doubtful that any book would be enough to ensure success on the written examination.
- There are many publications available at local libraries and bookstores that provide instruction on improving reading and writing skills. Select publications comprehensive to reading and writing skills at or beyond the 12th grade level.
- d. Law Enforcement Examination Books. Also available at libraries and bookstores are books pertaining to civil service or law enforcement examinations. These may be helpful for applicants who believe their skills are sufficient to pass the written examination but want to become familiar with civil

service/law enforcement examination questions. A successful applicant recently brought one such book to our attention, developed primarily for the Cadet, CHP, position: Complete Preparation Guide, State Police Exam California, ISBN1-57685-005-6, published by Learning Express.

e. Preparatory Courses. If an applicant has not written in essay form for a long time, or if he/she feels that knowledge of grammar is inadequate, it might be useful to take a writing course at a local college. A number of grammar handbooks exist, which can be located at almost any bookstore, especially college bookstores. One very popular handbook is called Easy Access: *The Reference Handbook for Writers*, by Katherine Adams and Michael Keene (Mayfield Publishing). This text includes a section on English as a second language. One caution: the study of grammar without writing practice seldom improves writing.

Perhaps the most effective option is for an applicant to take college or adult education courses on English composition and writing. This ensures that the applicant is receiving professional instruction on correct and effective writing from staff with proper credentials. The instructors are able to determine the skill level of the students, and recommend the appropriate remediation necessary for proficiency.

As a complement to this instruction, the applicant should also consider speech courses. Most speech instructors include lessons on logical thought processes and topic organization. This training would also enhance the applicant's competitiveness at the QAP.

f. Personal Self-Improvement.

(1) Some applicants may not have the time and/or the financial assets to consider the preceding options. Another suggestion an applicant may consider is to start a diary or journal.

(a) The applicant should write one or two pages on what he/she accomplished that day, or perhaps record his/her daily personal thoughts.

(b) The applicant should have access to a dictionary and thesaurus for help with spelling and vocabulary improvement.

(c) After writing out his/her activities or thoughts, the applicant should read the daily entries aloud.

(d) This exercise allows the applicant to hear what he/she has written. Oftentimes, what is written on paper sounds completely different when read aloud. By repeating this exercise daily, applicants can improve their reading, writing, and verbal skills.

(2) Applicants must decide what course of study will be their best option. Ultimately, having a 12th grade reading and writing skill level is the key to passing the written examination phase for the Cadet, CHP.

g. Helpful Hints for the Essay Portion of the Test. *Examples/information from Scott Foresman's, *Handbook for Writers*.

(1) *Some advice when taking an essay examination:

(a) Read the question carefully.

(b) Underline key verbs that tell the writer what to do with the topic (e.g., Describe, Analyze, Classify, Compare, Contrast, Discuss);

(c) Do not pad your response;

(d) Write clearly/print legibly;

(e) Allow time to proofread the essay.

(2) *What makes an essay examination response successful?

(a) Attention to the question posed;

(b) Clear, strategically organized answers;

(c) Sufficient evidence to support the writer's assertions.

(3) Use proper essay format.

(a) Opening paragraph purpose:

1 To make a commitment, either announcing or suggesting the subject of an essay.

2 To set the tone of the essay and indicate the direction it will go.

3 To draw the reader into the essay and get him or her to read it.

(4) Body Purpose:

(a) The body will consist of several paragraphs. These paragraphs will address what you identified in the opening paragraph.

(5) Concluding Paragraph Purpose:

(a) To give the reader the sense that the writer has brought the paper to a satisfactory conclusion.

h. Preparing for the CHP Essay Examination. The best way to prepare for the CHP Essay Exam is, of course, to write. The following information provides the scoring guide used when grading the written test essays, a group of scored essays, and four sample essay questions. The sample questions should let the applicant know what is expected, and provide some samples for practice. The essay component is a 40-minute examination, so the applicant should practice by giving himself/herself timed writings. As the "Sample Scored Essays," (Annex 2-C) are reviewed, it should be noted that typewritten essays make the errors and other problems more noticeable than they would be when handwritten.

i. Some Specific Language Problems. In hurried first-draft writing, many people tend to make errors. A few such errors will not cause failure on the CHP Essay Examination. However, if the essay contains a large number of errors or a great variety of errors, the essay will receive a lower score.

It is important the applicant allow time (at least a few minutes) to proofread the essay when completed. Some essays are plagued by errors, especially errors that obscure meaning. Usually, writers who take time to proofread their work can get rid of many errors. A number of other specific grammar or language problems should be noted.

(1) Shifting from one verb tense to another is using past, present or future tense in the same sentence, e.g.,

“He got out of his car then starts to yell.”

(2) Sentence fragment is a group of words that does not form a complete sentence; e.g.,

“Which is what I meant.”

(3) Running two sentences together without appropriate punctuation is a common error; e.g.,

“They played ball today: they lost the game.

(4) Using a comma to connect two sentences is still incorrect and inappropriate; e.g.,

“We entered the house without making any noise, we heard a scuffling noise from the bedroom.”

(5) Loss of past tense endings when the context is clearly past tense constitutes an error; e.g.,

“Yesterday we reach our destination and then we call home.”

(6) Lack of subject-verb agreement is another common error; e.g.,

“The boys was going to the beach that afternoon.”

(7) Repeated spelling errors will lower the score on an essay. Applicants should be able to spell commonly used words. Applicants should make a list of words they find difficult to spell, and work to master them. Some common confused spellings include the following: there/their/they're; your/you're; its/it's; hear/here; and our/are.

j. Why Essays Fail. Essays fall into the lower half of the scoring range for a variety of reasons. The scoring guide (shown in paragraph 4.k.) should make clear why essays fail. However, more discussion might be helpful.

(1) Some essays are difficult to follow. The writer may know what he or she means, but a reader has difficulty following the writer's thoughts. In the “Sample Scored Essays” section, the essay with a score of “3” not

only contains a number of errors, but seems to leave out details and reasons that would make the essay clearer.

(2) Some essays do not provide sufficient relevant detail or fail to explore ideas in any depth. The general instructions for the essay exam call for a fully developed essay. Essays that are only a handwritten half page will probably not have sufficient development.

(3) The essay questions ask the applicants to write about a specific incident. Some applicants choose, instead, to write about a more generalized situation, which misses the point of the topic (e.g., "Whenever I teach, I follow these rules."), as opposed to ("What my elementary school students learned from my teaching."). In the "Sample Scored Essays" packet, the essay with a score of "2" exemplifies this generalized approach. The purpose in asking for a specific incident is that this task most nearly replicates the body of a police report.

k. Scoring Guide. The essays are graded on a scale of "1" to "6", by two different university English studies personnel, based on the criteria listed below. The combined score must be a "7" or higher to pass.

(1) Range of Scores.

6 The "6" essay will be fluent, well developed, and well organized. It will show clear command of language and will be relatively free of errors in sentence structure, grammar, and mechanics.

5 The "5" paper, despite occasional faults, will be generally well written and well organized. It will be less fluent and less detailed than the "6" paper, but will demonstrate greater facility than the "4" paper.

4 The "4" paper will demonstrate basic writing competence, though it may have some problems in sentence structure, diction, or mechanics, or have limited development.

3 The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics.

2 The "2" paper may lack coherence or adequate development. Generally, it will be marred by multiple errors in sentence structure, grammar, and mechanics. It suggests the writer needs to spend more time practicing writing.

1 The “1” paper will suggest the writer needs to spend more time practicing writing.

I. Sample Essay Questions.

(1) Below are four sample essay questions. They are typical of the kind of question you will face on the examination. These questions ask you to write about a specific incident and then to reflect upon the experience. These questions are intended to test the applicant's ability to write a clear, coherent narrative—much like what one expects in good police report writing: the ability to provide ample and appropriate detail and to draw well-reasoned conclusions.

(a) “All of us have had experiences when everything went right, when we succeeded at something we tried, in spite of odds against success. Describe a difficult task that you carried out successfully or a difficult goal that you achieved. Explain how you went about it and what you learned from the experience of overcoming the odds.”

(b) “Events or situations in our lives often produce unexpected responses. We may find ourselves reacting in better or worse ways than we would have thought. Write about a time when your reactions to an event or a situation in life were not what you would have expected. Describe the event and explain how your response surprised you.”

(c) “Write an essay about a point in your own life when you felt that you did not receive proper recognition or praise for something you did. Describe the situation, indicate what rewards you anticipated, why you expected them, and why you felt you were not properly rewarded.”

(d) “Write about a potentially explosive situation, where tempers of the involved parties were hot. Describe the situation and explain what you did to neutralize it.”

(2) These questions, as with other essay questions that appear on the Cadet essay test, are comprised of two parts. First, the question asks the applicant to recall or consider a specific incident, event, or situation from personal experience or observation. The second part of the question asks the applicant to reflect in some fashion upon that experience. This two-part question is designed to assess the

applicant's ability to compose a clear, coherent narrative - much like one needed in good law enforcement writing. This requires the ability to address a specific issue, to provide ample and appropriate detail, and to develop well-reasoned conclusions.

(3) Although a fluent writing style marked by sentence variety and language control is a skill learned over a lifetime, by following the four test-taking pointers, the applicant can be sure to improve their score on the Cadet essay test.

(a) By taking the time to read the question, the applicant will be able to respond effectively to the writing task. Raters report that they occasionally see exceptionally well-written essays that have little or nothing to do with the question asked; and such essays are invariably assigned a failing score. First and foremost on the essay test, the applicant must respond directly and effectively to the writing task. Applicants should carefully read the question, and then ensure the response addresses that specific question.

(b) By taking the time to plan the response, the applicant's essay can be coherently and logically organized and fully developed. Those who proctor the essay test report that they can usually identify almost immediately those applicants who will invariably fail the tests. Those are the applicants who begin writing immediately. Applicants should be aware that the amount of time allocated to the essay test is sufficient for up to five minutes of planning the response before the applicant begins writing even the first word. There is an old adage that states that those who fail to plan will plan to fail, and that adage consistently proves to be true on the Cadet essay test. Good writers invariably know the conclusion to the story they are writing even before they begin it, and applicants should try to do the same. In planning, applicants should remember that in a good essay, as in a good oral presentation, the applicant should first tell the readers (or listeners) what he/she is going to tell them; then tell them; and, finally, tell them what he/she told them. In other words, a good essay will have an effective beginning, or introduction; a central body or narrative; and a meaningful summary or conclusion. The essay will be most likely to be coherently and logically organized and fully developed when the applicant takes the time to plan the response.

(c) By taking the time allotted, the applicant is most likely to explore the issues thoughtfully and in depth. The Cadet essay test is not a race to see which test-taker can finish first, and yet test proctors report that it appears to them that many who take the test seem to approach it that way. When planning the response, applicants should develop it such that it will be sufficiently thorough and well developed which may require the applicant to write for virtually the entire allotted time. Raters do not score essays based on the number of words, but they do assign low scores to essays that do not explore the issues thoughtfully and in depth. There is virtually a one-to-one correspondence between the length of the essay and the score assigned to it by the raters. There is no need for a applicant to rush the response. Equally important, there is no need to finish early. Applicants should not fail to take the time allotted.

(d) By taking the time to proofread the work, the applicant can check to ensure the essay is generally free from errors in mechanics, usage, and sentence structure. Raters who score the essay test typically assign passing scores to essays that are generally free from errors in mechanics, usage, and sentence structure. And yet, virtually all writers tend to make such errors in a hurried, test-taking situation. By proofreading their work, applicants may spot these types of errors and be able to quickly correct them. In fact, raters assume that the essays they score have been proofread by the writer, and that any such errors that remain are not careless errors, but actual writing deficiencies. Applicants should be sure to allow a few minutes to proofread the essay before time is called. If, after proofreading it once, time has still not been called, then the applicant should proofread it again! The applicant should search for errors in mechanics, usage, and sentence structure right up to the point where time is called. Read the question carefully.

STATE OF CALIFORNIA CALIFORNIA HIGHWAY PATROL CADET APPLICATION
INSTRUCTIONS, CHP 678, PAGE 2

- 6. SOCIAL SECURITY NUMBER.**
- 7. BIRTH DATE.** Print your birth date in the following order: month, day and year. For example, if your birthday is February 1, 1970, you would fill in 0 2 0 1 1 7 0 and blacken the corresponding ovals.
- 8. SEX.** You must indicate your gender.
- 9. EQUAL EMPLOYMENT OPPORTUNITY.** To aid the State of California in its commitment to equal employment opportunity (EEO), applicants are asked to provide the EEO information. Please blacken the one oval which best describes your race/ethnicity.
- 10. STREET NUMBER.** If your address is 4005½ E St. #8C, you would fill in 4 0 0 5 1 for the street number, and blacken the corresponding ovals.
- 11. STREET NAME AND APARTMENT NUMBER.** Abbreviate your street name if it exceeds the number of boxes available.
 - For apartment dwellers: leave one space between the street name and the # sign, followed by the actual apartment number. For example, if your street address is 4005½ E St., Apartment #8C, you would fill in: E S T . # 8 C for the street name and apartment number, and blacken the corresponding ovals.
 - For Post Office Boxes: as an example, if your mailing address is P.O. Box 12345, you would fill in: P O . B O X . 1 2 3 4 5, and blacken the corresponding ovals.
- 12. CITY.** You must leave one space between words if your city name consists of two words or more. For example, if you live in Los Angeles, fill in L O S . A N G E L E S and blacken the appropriate ovals. Abbreviate your city if it exceeds the number of boxes available.
- 13. STATE.** Print the two-digit abbreviation for your state.
- 14. ZIP CODE.** Print your five-digit zip code and, if known, your four-digit zip code extension. Zip code extension is not required.
- 15. TELEPHONE NUMBER.** Include the telephone number where you can be reached between 8:00 a.m. and 5:00 p.m. Print your area code in the first three spaces, and your telephone number in the remaining seven spaces.
- 16.** Recheck all responses and make sure the necessary ovals are blackened.
- 17. SIGNATURE AND DATE.** Sign and date the form using a pencil.

Mail the Application in the pre-addressed envelope to:

California Highway Patrol
038 - Selection Standards and Examinations Section
P.O. Box 942898
Sacramento, California 94298-0001

CADET APPLICATION									
① COUNTY: mark ONE county nearest to where you wish to take the exam									
<input type="checkbox"/> Alameda	<input type="checkbox"/> Glenn	<input type="checkbox"/> Marin	<input type="checkbox"/> Placer	<input type="checkbox"/> San Diego	<input type="checkbox"/> So. Santa Clara	<input type="checkbox"/> Tehama	<input type="checkbox"/> Alpine	<input type="checkbox"/> Humboldt	<input type="checkbox"/> Mariposa
<input type="checkbox"/> Butte	<input type="checkbox"/> Inyo	<input type="checkbox"/> Mendocino	<input type="checkbox"/> East Riverside	<input type="checkbox"/> San Francisco	<input type="checkbox"/> Gilroy	<input type="checkbox"/> Trinity	<input type="checkbox"/> Colusa	<input type="checkbox"/> Kern	<input type="checkbox"/> Modoc
<input type="checkbox"/> Contra Costa	<input type="checkbox"/> Lake	<input type="checkbox"/> Monterey	<input type="checkbox"/> West Riverside	<input type="checkbox"/> Santa Barbara	<input type="checkbox"/> Ukiah	<input type="checkbox"/> Yuba	<input type="checkbox"/> El Dorado	<input type="checkbox"/> Los Angeles	<input type="checkbox"/> Nevada
<input type="checkbox"/> Fresno	<input type="checkbox"/> Madera	<input type="checkbox"/> Orange	<input type="checkbox"/> San Bernardino	<input type="checkbox"/> No. Santa Clara	<input type="checkbox"/> Palo Alto, Milpitas	<input type="checkbox"/> Santa Clara, San Jose, Morgan Hill	<input type="checkbox"/> Santa Cruz	<input type="checkbox"/> Shasta	<input type="checkbox"/> Sierra
<input type="checkbox"/> Stanislaus	<input type="checkbox"/> Sutter	<input type="checkbox"/> Yuba	<input type="checkbox"/> Yuba	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Santa Clara	<input type="checkbox"/> Santa Clara
② LAST NAME									
③ FIRST NAME									
④ MIDDLE INITIAL									
⑤ MINIMUM QUALIFICATIONS									
ANSWER ALL THREE ITEMS (A, B, C)									
A. Are you a high school graduate or the equivalent? <input type="checkbox"/> Yes <input type="checkbox"/> No									
B. Have you ever been convicted of a felony? <input type="checkbox"/> Yes <input type="checkbox"/> No									
C. Are you a United States citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No									
If not, mark the date that you filed for citizenship in item C:									
BOX C (CITIZENSHIP DATE)									
SOCIAL SECURITY #									
BIRTH DATE									
SEX									
EQUAL EMPLOYMENT OPPORTUNITY									
TURN PAGE OVER									

[illegible]

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 1

STATE OF CALIFORNIA

**EXAMINATION AND/OR
EMPLOYMENT APPLICATION**

STD 678 (REV. 4-87) Page 1

Applications will be processed ONLY for classifications where an examination is in progress and the published final filing date has not passed, or for vacant positions where a department requests an application.

PRINT OR TYPE—PLEASE SEE INSTRUCTIONS ON BACK PAGE

APPLICANT'S NAME (Last) _____ (First) _____ (M.I.) _____		SOCIAL SECURITY NUMBER _____
MAILING ADDRESS (Number) _____ (Street) _____ (City) _____ (County) _____ (State) _____ (Zip Code) _____		WORK TELEPHONE NUMBER _____ HOME TELEPHONE NUMBER _____

EXAMINATION(S) OR JOB TITLE(S) FOR WHICH YOU ARE APPLYING _____

PERSONNEL
USE ONLY

FOR SPOT EXAMINATIONS, ENTER THE LOCATION WHERE YOU WISH TO WORK

ANSWER THE FOLLOWING QUESTIONS: (Answer questions 8, 9, 10, and/or 11 only if the examination indicates they are required.)

1. Enter the county in which you would like to take the examination if different from the county of your residence: _____
2. Do you need reasonable accommodation to take an interview or written test? _____ ☐ YES ☐ NO
3. Do your religious beliefs prevent you from taking an examination on Saturday? _____ ☐ YES ☐ NO
4. Are you now employed by the State of California? (If "YES", fill in the information below.) _____ ☐ YES ☐ NO
 Department: _____ Subdivision: _____
5. Have you ever: (If "YES", give details in item 12 and refer to the instructions for further details.)
 - a. Been dismissed or fired from a position for any reason? _____ ☐ YES ☐ NO
 - b. Resigned from or quit a position while under investigation or after being informed discipline would be taken against you, or during an appeal from a disciplinary action? _____ ☐ YES ☐ NO
 - c. Been rejected or told you would not receive permanent or continued employment during any type of probationary or trial period on the job? _____ ☐ YES ☐ NO
6. In addition to English, list any other languages you speak, read, or write fluently: _____
7. I certify I can type at a speed of _____ words per minute. (For typing applicants only.)
(Answer Questions 8, 9, 10, and/or 11 ONLY if the examination indicates they are required.)
8. Do you meet the minimum and/or maximum age requirements? _____ ☐ YES ☐ NO
9. Do you possess a valid California Driver License? (If "YES", fill in the information below.) _____ ☐ YES ☐ NO
 License #: _____ Class: _____ Restrictions: _____
10. Have you ever been convicted by any court of a misdemeanor crime of domestic violence? _____ ☐ YES ☐ NO
11. Have you ever been convicted by any court of a felony? _____ ☐ YES ☐ NO

12. EXPLANATIONS

CERTIFICATION—IMPORTANT—PLEASE READ BEFORE SIGNING—If not signed, this application may be rejected.

I certify under penalty of perjury that the information I have entered on this application is true and complete to the best of my knowledge. I further understand that any false, incomplete, or incorrect statements may result in my disqualification from the examination process or dismissal from employment with the State of California. I authorize the employers and educational institutions identified on this application to release any information they may have concerning my employment or education to the State of California.

APPLICANTS—DO NOT USE THE SPACE BELOW—FOR PERSONNEL USE ONLY

Classes	01	02	03	04	05	06	Flags
WC for Series							WC _____
SC/Reg for Series							

CODES

FOR PERSONNEL USE ONLY

STATUS <input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED/VC _____	
EXPERIENCE	LICENSE REQUIREMENT
EDUCATION	OTHER
STAFF	EARL PROCESSED

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 2

STATE OF CALIFORNIA
**EXAMINATION AND/OR
 EMPLOYMENT APPLICATION**
 STD. 678 (REV. 8-97) Page 2

APPLICANT'S NAME (Last) _____ (First) _____ (M.I.) _____ SOCIAL SECURITY NUMBER _____

13. EDUCATION
 DID YOU GRADUATE FROM HIGH SCHOOL? ☐ YES ☐ NO IF NOT, DO YOU POSSESS A GED OR EQUIVALENT? ☐ YES ☐ NO IF NOT, ENTER THE HIGHEST GRADE YOU COMPLETED _____

UNIVERSITY OR COLLEGE NAME AND LOCATION (Include campus, town or city, state or foreign country)	COURSE OF STUDY	UNITS COMPLETED		DIPLOMA, DEGREE OR CERTIFICATE OBTAINED	DATE COMPLETED
		SEMESTER	QUARTER		

**14. LIST BELOW VALID LICENSES, CERTIFICATES OF PROFESSIONAL OR VOCATIONAL COMPETENCE, OR MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS CALLED
 FOR IN THIS EXAMINATION ANNOUNCEMENT. (If you are an attorney, please include first and last name information if the examination announcement requires it.)**

LICENSE/CERTIFICATION NUMBER	DATE ADMITTED TO THE BAR	EXPIRATION DATE	IN THE SPACE BELOW, INDICATE SPECIFIC COURSE REQUIREMENTS NEEDED TO SATISFY REQUIREMENTS FOR THIS EXAMINATION

15. EMPLOYMENT HISTORY--Begin with your most recent job. List each job separately.

FROM (MM/DD/YY)	TO (MM/DD/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)

HOURS PER WEEK: _____ TOTAL WORKED (hours/week): _____ COMPANY/STATE AGENCY NAME: _____

SALARY EARNED: \$ _____ PER _____ ADDRESS: _____

DUTIES PERFORMED: _____

REASON FOR LEAVING: _____

FROM (MM/DD/YY) TO (MM/DD/YY) JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)

HOURS PER WEEK: _____ TOTAL WORKED (hours/week): _____ COMPANY/STATE AGENCY NAME: _____

SALARY EARNED: \$ _____ PER _____ ADDRESS: _____

DUTIES PERFORMED: _____

REASON FOR LEAVING: _____

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 3

STATE OF CALIFORNIA		
EXAMINATION AND/OR EMPLOYMENT APPLICATION		
SFB 678 REV. 8-95 Page 3		
APPLICANT'S Social Security Number		SSN
15. EMPLOYMENT HISTORY (Continued)		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 4

STATE OF CALIFORNIA		
EXAMINATION AND/OR EMPLOYMENT APPLICATION		
STD 678 REV. 8-87 Page 4		
APPLICANT'S NAME (Last) (First) (Middle)		SOCIAL SECURITY NUMBER
15. EMPLOYMENT HISTORY (Continued)		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 5

STATE OF CALIFORNIA				
EXAMINATION AND/OR EMPLOYMENT APPLICATION				
STD 678 (REV. 8-87) Page 5				
EQUAL EMPLOYMENT OPPORTUNITY <i>(For Examination Use Only)</i>				
<p>APPLICANT: To assist the State of California in its commitment to Equal Employment Opportunity, applicants are asked to voluntarily provide the following information. This questionnaire will be separated from the application prior to the examination and will not be used in any employment decisions. Government Code Section 19705 authorizes the State Personnel Board to retain this information for research and statistical purposes.</p>				
SOCIAL SECURITY NUMBER _____				
<table border="0"> <tr> <td>AGE</td> <td> <input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER </td> <td> GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE </td> </tr> </table>		AGE	<input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
AGE	<input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE		
Ethnic Category (Please check the box that best describes your race/ethnicity.) <input type="checkbox"/> (1) AMERICAN INDIAN OR ALASKA NATIVE —Persons having origins in any of the tribal peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition. INTERTRIBAL IDENTIFICATION (AFFILIATION) _____				
<input type="checkbox"/> (2) ASIAN —Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This includes China, Japan, and Korea.				
<input type="checkbox"/> (3) BLACK —Persons having origins in any of the black racial groups of Africa.				
<input type="checkbox"/> (4) FILIPINO —Persons having origins in any of the original peoples of the Philippine Islands.				
<input type="checkbox"/> (5) HISPANIC —Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.				
<input type="checkbox"/> (6) PACIFIC ISLANDERS —Persons having origins in the Pacific Islands, such as Samoa.				
<input type="checkbox"/> (7) WHITE —Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.				
Check if: <input type="checkbox"/> (8) OTHER (Specify) _____				
<input type="checkbox"/> (9) DISABLED —A person with a disability is an individual who: (1) has a physical or mental impairment that substantially limits one or more life activities, such as walking, speaking, breathing, performing manual tasks, seeing, hearing, learning, caring for oneself or working; . . . (2) has a record of such an impairment; (3) is regarded as having such an impairment.				
<input type="checkbox"/> MILITARY —A military veteran; a widow or widower of a veteran; or a spouse of a 100% disabled veteran.				
How did you learn of this Examination? <input type="checkbox"/> TELEPHONE JOB LINE <input type="checkbox"/> WORD OF MOUTH <input type="checkbox"/> INTERNET <input type="checkbox"/> RECRUITMENT IN _____ <input type="checkbox"/> EXAMINATION BULLETIN LOCATED AT _____				
<p>THANK YOU FOR COMPLETING THIS QUESTIONNAIRE</p>				

SAMPLE SCORED ESSAYS

Issue: We all have to make important decisions that may affect our own lives or the lives of others.

Directions: Write about a time when you made such an important decision. Describe the issues that affected your decision and the results.

Score - “6”

My present occupation is that of a manager in a large retail store where I supervise a number of employees of various life experiences and maturity levels. One such employee, whom I'll call Scott, came to work for me some months ago. This was his first job and he seemed immature but in a harmless, charming way. His earnest nature compensated for his immaturity and I decided to hire him on a trial basis.

Through the months that we worked together, I could see him gaining confidence with each new project he was assigned, whether it was meeting and greeting customers or moving and merchandising new products. The improvements in his confidence and maturity were evident every week and I was taking pride in his development.

As evidence of this new pride in his ability to earn a paycheck, Scott purchased a used car and planned to make monthly payments until it was paid for. About the same time he made this purchase he was given a raise in pay. When he received his next check, he noticed a sizable increase in pay but attributed it all to his increase in hourly rate. What had happened though was that he was given more money than he was entitled to but wasn't made aware of it until he had spent it all.

The unfortunate result was that he would be docked on his next few checks a sum that would make up for the overpayment. Scott hadn't planned on such an occurrence and was not prepared to make his car payments with his amended paychecks. Scott was in a very confusing situation and I understood this and suggested that perhaps once the payroll mess had been resolved he would still have time to make the payment. He told me he would take care of it and I assumed the matter was resolved. Much to my dismay, a few days later, Scott was caught trying to steal a very expensive bread maker, presumably so that he could sell it and make enough to settle his car payment.

I was very disappointed in him and brought this to his attention. For awhile, I even considered turning him in to the police in order to impress upon him the seriousness of his act. After some thought, I decided not to turn him in to the police.

Among my considerations affecting this decision was Scott's age and predicament. He had extended himself to buy this car when he was encouraged by me and talk of an increase in pay. Given his lack of experience with payroll procedures, he didn't understand the payroll snafu and what steps would need to be taken to correct it. All these contributing factors caused a somewhat immature young man to act immaturely. I recognized his confusion and predicament and didn't think adding a permanent blemish to his record, such as a criminal offense, would benefit anyone.

Being that we had not lost any merchandise, there was no need for any formal charges. Instead, I conveyed how disappointed he had made me and I told him he would have a lot to prove to me in the future to clear his name. To demonstrate my long-term confidence in him, we arranged for an employee loan in order for him to make his car payment. In this way, it was clear I was on his side and trying to support him.

Since all this confusion has been resolved, Scott has been an exemplary employee and a benefit to all. He demonstrates to all the new employees the proper way to conduct their respective responsibilities. His trust in me is also something I feel very good about as a result of this incident. At this point, I can say that both Scott and I are better for having dealt with this situation.

Score - “5”

In May of 1990, I made a decision that has changed the course of my life. I chose to return to college and pursue a degree in criminal justice. In making this decision, there were a number of critical factors which played a role in influencing me.

To provide a little background information that is important, I dropped out of school in Illinois because I didn't like it and was not doing well at all. I moved to California and began the process of looking for an occupation. A friend suggested that I take a career counseling course at the University of California at Los Angeles. This proved to be the first factor influencing my decision to return to college. During the career counseling course, I was given 25 hours of aptitude and achievement tests. When I completed the tests, they were scored and evaluated by a psychologist and career counselor. When I met with the counselor to review the results, I was shocked. I had always believed myself to be athletic and not very intelligent. What the results showed was that my IQ. was above average and I excelled on most of the tests. The counselor advised that I return to school and pursue a career in a “people-oriented” field since that was what I seemed to be drawn to.

After I had time to slowly review the results, I realized that I had not done well in school because I was afraid to try. It was an empowering feeling to have a completely neutral person tell me I was smart. This began what became the biggest factor in my decision to return to school—the growth of my self-confidence. I was appalled that I had let fear hold me back from trying and I resolved to see what could happen if I tried.

I enrolled in a community college and met an instructor that became another factor in my trek back to school. Dr. Meadows became my mentor and gave me my first A. I took four courses that semester and earned a 4.0 grade point average. I don't believe I have ever been as proud as I was that day. When that semester ended, Dr. Meadows encouraged me to enter a four-year college.

I entered college at California Lutheran University with my major as criminal justice and found that this time I loved it! I looked forward to my criminal justice classes and found that my grades reflected this. I studied more than I thought possible and tried with every ounce of my being.

On May 15, 1993, I walked up and received my degree in criminal justice. I made it through with a grade point average of 3.85 and showed everyone (including myself) what I could do.

Score - “4”

One of the most important decisions I have made within the past year was to apply for a position with the California Highway Patrol. I put a lot of thought and effort into coming to this decision. Various things in my life have helped me to pursue a career with the California Highway Patrol. I would like to elaborate on a few of these items.

Since my childhood, I have always known what is right and wrong. I have parents which have helped me learn how to and how not to treat other people. I have always felt a need to help others. Role models have also helped guide me to make the right decisions. My stepfather, who is an LAPD detective, continues to set high standards which I attempt to meet.

Sports and self-discipline have been a part of my life since age 13. I have continually sought to improve myself both physically and mentally. Football was my chosen sport through high school, martial arts and weight-lifting continue to provide me with the self-discipline I desire. Martial arts has also given me a great amount of self-esteem, which I feel is greatly needed in any career, as well as life.

A major event took place in my life, approximately four years ago, which greatly influenced my decision to apply for a highway patrol position. I was the victim of a random violent crime. Needless to say, this changed my life as I knew it, to one of much deeper awareness for not only life, but other people in general. Another situation affects my decision. I am involved with a lady and her son. I truly want to make a better life not only for myself, but also them. To me, this is a lifetime decision and commitment.

At this point in time, I do not know the final results of my decision. I continue to pursue my goal. And with some drive, and a little luck, I will achieve my goal. If by chance my goal is not achieved, I will utilize what I have learned in pursuit of it, and turn my focus to other career choices which lie ahead of me.

Score - “3”

The most important decisions I made was getting an education and fulfilling that goal. When I was younger in elementary school you sometimes took school lightly and didn't think that what was being hopefully instilled in your mind you would ever need. But as you get older, you then realized that you would be responsible for your future, and the way to do that was to gain knowledge from whatever was available.

I realized that I wanted to attend college when I was around 12 or 13 years old. But before I could do that, I had to complete high school with average grades and pass the ACT exam with a minimum score. Once I got into my junior year I took the exam to get an idea of what it was and to see how well or bad I did. I took the exam again in my senior year and did improve my score somewhat, but not to what I wanted it to be.

When I graduated from high school, I attended college and decided to major in Marketing, because of my interest in business. Making that decision was also important, relative to the fact that there were many different areas of business you may concentrate on.

Graduating from college, getting a good education, I think has affected my life and may family's lives as well.

Score - "2"

I am currently employed as a detention officer. I deal with convicted felons in this facility. My duties are to supervise the movement of these people, to enforce the rules and regulations, follow policies and procedures and to write a daily report. As a detention officer, I am constantly making decisions that affect the lives of the people detained in my assigned post. For instance, when dealing with the television channel selections, some times a group of five or more wants to see a particular program and another group wants to see a different program, a conflict arises which sometimes lead to a physical encounter among them. When or before a conflict arises, I intervene and counsel them regarding the situation at hand, one I established a reasonable agreement favorable to both side, the security of my assigned post is again operating with ease. In my two years working in this facility, I have made important decisions that have affected not only the life of the inmates but that of a fellow officer and friends, and as a result have established the security and smooth operation of the facility.

SAMPLE WRITTEN TEST

(Answer key follows test)

MULTIPLE CHOICE TEST

A. SENTENCE CLARITY. (15 questions)

Identify the sentence(s) that is most clearly written:

Example #1

- a. Even though they have spiked hair, wear leather, and roar through town on noisy motorcycles whenever they get bored. The group has bank accounts that make it respectable in Ruralia.
- b. Even though they have spiked hair, wear leather, and roar through town on noisy motorcycles whenever they get bored, the group has bank accounts that make it respectable in Ruralia.

Example #2

- a. David buffed the fingerprint away. With his new cashmere sweater. Absent-mindedly.
- b. Absent-mindedly, David buffed the fingerprint away with his new cashmere sweater.

Example #3

- a. David came untangled from the lotus position, he balanced his buckets and basket in his hands.
- b. As David came untangled from the lotus position, he balanced his buckets and basket in his hands.

Example #4

- a. The price they paid for the car is a well kept secret speculation is that it was about the same as Coach Rhodes' recruiting budget.

- b. Although the price they paid for the car is a well kept secret, speculation is that it was about the same as Coach Rhodes' recruiting budget.

Example #5

- a. David's whole life now revolved around his Sting Ray he could think of nothing else.
- b. David's whole life now revolved around his Sting Ray; he could think of nothing else.

B. VOCABULARY. (15 Questions)

Choose the word or phrase that most clearly means the same as the underlined word.

Example #1: The man told his wife that she was confused about his identity while she was in the hospital.

- a. Unclear
- b. Misinterpreted
- c. Misconceived
- d. Doubtful

Example #2: The peculiar noises prompted the officer to inspect the trunk of the vehicle.

- a. Funny
- b. Familiar
- c. Strange
- d. Different

Example #3: The supervisor disapproved of the employee's foul comment.

- a. Hated
- b. Disliked
- c. Praised
- d. Tolerated

C. SPELLING. (15 Questions)

Choose the correct spelling of the missing word:

Example #1: After taking a deep _____ he was able to relax.

- a. breeth
- b. breathe
- c. breath
- d. breith

Example #2: The _____ asked the Sergeant to prepare a written summary of the incident.

- a. Leiutenant
- b. Leutenant
- c. Lieutenant
- d. Lewtenant

Example #3: The strange _____ caused much suspicion amongst the people in the neighborhood.

- a. ocurrence
- b. ocrurence
- c. occurrence
- d. occurance

Example #4: The _____ instructor administered a fairly easy final exam.

- a. Pshychology
- b. Psychology
- c. Pyschology
- d. Sychology

Example #5: There is no _____ that everyone who takes the test will pass the exam.

- a. guarentee
- b. gaurantee
- c. guarantee
- d. garentee

D. READING COMPREHENSION.

Example:

From time to time, a police officer may have to appear in court as a witness in a criminal case. The content of his/her statement is very important. The way he/she gives his/her testimony may create a favorable or unfavorable impression in court. He/she should be able to talk about the kind of evidence he/she has seen and where the evidence came from. Otherwise, cross-examination may confuse him/her and reduce the value of what he/she has to say. If he/she reviews his/her facts before testifying, he/she will be prepared to carry out his/her assignment which is to provide accurate information in such a way that its meaning will be understood by the court.

1. When testifying in court, the chief responsibility of a police officer is to?
 - a. Prepare his/her case ahead of time
 - b. Make a favorable impression
 - c. Avoid becoming confused during cross-examination
 - d. Present factual evidence in a clear manner
2. Which one of the following statements regarding testimony by a police officer may be inferred from the passage?
 - a. What he/she says in testimony should make the case stronger
 - b. Not only what he/she says in court is important, but also how he/she says it
 - c. He/she should memorize all the facts which he/she may be asked to give
 - d. How he/she gives his/her testimony is more important than what he/she says

E. READING TEST. (40 Questions)

1. Skim through the passage before attempting to give any answers.
2. Always guess if you do not know the answer.
3. You can miss many words and still do well.
4. Do not let your opinion about a statement influence your choice of words; choose words that are consistent.
5. Put only one letter in each blank.
6. The word must make sense and fit in the spaces in order for you to receive full credit.

READING TEST SAMPLE:

Dear California Motorist:

You are _____(1) at a compilation of statistics that describe in numerical terms the story of the motor vehicle _____(2) accidents that occurred in California in 1989. It is a disquieting story _____(3) of the tremendous amount of human _____(4) and economic loss that are the real substance of _____(5) compilation.

_____(6), it is a heartening story as _____(7) because it depicts the _____(8) chapter in what is now a four-year decline in the state mileage death _____(9).

A state's mileage death rate (MDR) is the _____(10) of traffic fatalities per one million miles of travel. In 1986, California's MDR _____(11) at 2.5. The following year it _____(12) to 2.4 and last year it was down to 2.2.

In 1989, _____(13) descended to 2.1 - once again the lowest in the State's driving _____(14). The most _____(15) single explanation for this four-year decline in the MDR is an increase in _____(16) belt use. At the beginning of 1986, when the State's safety belt law became _____(17), California's safety belt usage rate was around 25 _____(18). As of January 1, 1990, 70.3 percent of our vehicle occupants - passengers as _____(19) as drivers - were buckling up.

That's an _____(20) of better than 45 percent. In human terms, it _____(21) that about 14 million more people _____(22) putting their safety _____(23) on when they get into a vehicle now than _____(24) them on four years ago. The consequence of this has been a dramatic _____(25) in the fatality and serious injury rates because of traffic _____(26).

If you are one of _____(27) currently buckling up, I urge _____(28) to continue doing so, _____(29) short the trip. If you are _____(30) those now traveling unprotected, I say _____(31) you: "Get smart; get it on." And I urge _____(32) of you to obey all the traffic _____(33) and not to drink and _____(34). If we all drive sensibly, we can help keep California's MDR heading in the _____(35) direction: down.

ANSWER KEY:

A. Sentence Clarity

1. b
2. b
3. b
4. b
5. b

C. Spelling

1. c
2. c
3. c
4. b
5. c

B. Vocabulary

1. a
2. c
3. b

D. Reading Comprehension

1. d
2. b

E. Reading Test

- | | | |
|--------------|---------------|---------------|
| 1. looking | 13. it | 25. reduction |
| 2. traffic | 14. history | 26. crashes |
| 3. because | 15. important | 27. those |
| 4. suffering | 16. safety | 28. you |
| 5. this | 17. effective | 29. however |
| 6. But | 18. percent | 30. among |
| 7. well | 19. well | 31. to |
| 8. latest | 20. increase | 32. all |
| 9. rate | 21. means | 33. Laws |
| 10. number | 22. Are | 34. drive |
| 11. stood | 23. Belts | 35. right |
| 12. dropped | 24. put | |